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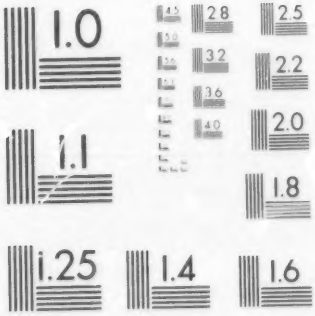

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ABSTRACT

This evaluation report discusses the computer literacy pilot program objectives in the Orange County Public Schools, Florida. The evaluation was designed to assess the appropriateness of the objectives; to determine adequacy of teacher preparation; to measure participating students' achievement; and to provide information to curriculum developers. The computer literacy curriculum for grades K-8 was pilot tested in nine elementary schools and one junior high school. The objectives of the program were divided into three major areas: computer awareness; computer interaction; and program/logical thinking objectives. Findings indicate that the curriculum guide was well received by teachers. Program objectives and activity sources were widely accepted as appropriate. Participating students had positive attitudes toward the curriculum and showed significant achievement gains over a similar control group. Districtwide implementation of the computer literacy curriculum is recommended for the next school year, with a more complete introduction to the curriculum and methods and with computer training available for teachers. Appendices contain teacher and student questionnaires, interview format, achievement results, and item analysis for pilot schools posttest. (DWH)

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Department of Planning and Governmental Relations

Program Evaluation Section

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COMPUTER LITERACY PILOT PROGRAM EVALUATION
REPORT OF RESULTS
June, 1984

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COMPUTER LITERACY PILOT PROGRAM EVALUATION
Executive Summary

INTRODUCTION

The Program Evaluation Section was asked to evaluate a K-8 pilot program in computer literacy. Computer literacy has been designated as a minimum basic skill by the Florida Department of Education. Minimum student performance standards are being proposed and are scheduled to be tested in 1986. Therefore, the Orange County computer literacy program is timely because it addresses the need to provide students with the basic skills.

Computer literacy for Orange County is defined as follows: a concept of the capabilities, limitations, applications, and effects of computers, including both an awareness level and a functional working knowledge. The objectives of the program cover three major areas: computer awareness, computer interaction, and programming/logical thinking.

The following questions were pursued in the evaluation:

1. For each grade level, which objectives were considered to be appropriate by teachers implementing the curriculum?
2. For each grade level, which objectives were actually addressed in the classes?
3. For each grade level, which activity sources were considered to be appropriate and adequate?
4. Did the teachers have an introduction to the curriculum and receive training through instructional computing classes?
5. What was the attitude of students toward learning about the computer through this curriculum?
6. What achievement was shown by students participating in the program?
7. What comments and input did pilot teachers provide during an interview?

The Computer Literacy Questionnaire for Teachers, Skills by Grade was designed to gather information on questions 1-4. A five-item Student Questionnaire, a test on the objectives in the sixth grade skills list, and a structured interview were designed for questions 5-7 respectively.

FINDINGS

1. The Computer Literacy K-8 Curriculum Guide for Grades K-8 was well received by teachers involved in the pilot program. The guide was reported to be very helpful, appropriate, thorough, and easy to follow.
2. There was wide acceptance of the appropriateness of the objectives. This acceptance was evidenced by all 27 objectives in the curriculum except Objective 401 (to understand the implications of copyright laws) being rated as appropriate by more than 80% of the respondents. The lower response for Objective 401 was likely due to a similar lower response on the appropriateness and adequacy of activity sources for teaching the objective.
3. Teachers were very serious and diligent about implementing the curriculum. Any lack of completing the curriculum is believed to be due to the compressed time framework for the pilot study and, in a few cases, lack of appropriate resources to teach the objective.
4. Activity sources were rated very high as to appropriateness. The activity sources for all of the 27 objectives except six were rated as appropriate by 90% or more of the respondents.
5. The adequacy of activity sources for the 27 objectives received lower ratings, with only four objectives receiving favorable responses by 80% or more of the respondents.

6. The introduction to the curriculum was not as thorough as teachers needed. Many teachers had never received computer literacy training, and some did not feel comfortable with the curriculum at the beginning of implementation.
7. Teachers were very positive about the caliber of training received on the computer; however, not all teachers had the opportunity to receive training.
8. Student attitude toward the curriculum was favorable. This was evidenced by 94% of 308 sixth grade students indicating on the Student Questionnaire that they enjoyed learning about the computer and 85% indicating they would like to do more of this kind of work.
9. Students in the pilot program showed significant gains in achievement when compared to similar students in a control group by an analysis of covariance statistical procedure.
10. An item analysis of test results showed that these objectives were most difficult for students: (1) recognize the capabilities of different types of computers, (2) identify common uses of computers, (3) identify common tasks which are not suited for computers, (4) respond appropriately to common error messages, and (5) develop and read flowcharts.
11. Teachers provided helpful suggestions and information in the structured interviews, especially in the areas of teacher training, introduction of curriculum, ways to implement, and materials.
12. The time of implementation of the curriculum (February-May) and the compressed time framework were not optimum.
13. The curriculum guide covered many of the standards proposed as minimum student performance standards in computer literacy by Florida DOE.

RECOMMENDATIONS

1. The curriculum received such favorable feedback that it can be implemented confidently district wide next year.
2. Curriculum developers should analyze the Computer Literacy Questionnaire for Teachers, Skills by Grades, results and address objectives and activity sources which received positive ratings by fewer than 80% of the respondents.
3. Plans for implementing the curriculum next year should be introduced at the beginning of the school year so that teachers can plan accordingly for fitting the curriculum into their overall program as well as for their own training.
4. Plans should be made for a more complete introduction of the curriculum and methods to implement for teachers who will be involved in the curriculum. Suggestions from the "Responses from Interviews with Teachers" should be used for reference to provide workshops that give an overall introduction, show sample lessons, give recommended ways to fit the computer curriculum into the schedule, and provide suggestions for how to utilize available computers.
5. Training on the computers should be made available for every teacher who will be involved. This training can be optional since some teachers are comfortable exploring a new curriculum on their own.
6. A careful comparison of the curriculum to the Florida DOE Proposed Minimum Student Performance Standards Computer Literacy should be made to determine if all proposed standards are covered by the curriculum.

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COMPUTER LITERACY PILOT PROGRAM EVALUATION
REPORT OF RESULTS

PURPOSE OF EVALUATION

To determine the appropriateness of the objectives of Orange County Public Schools Computer Literacy Curriculum for Grades K-8 and the appropriateness and adequacy of the suggested activity sources

To determine the adequacy of teacher preparation for the course

To measure the achievement of students who participated in the program

To provide information to curriculum developers in order that they may make necessary revisions and additions, to staff development planners, and to principals who will be implementing the course

RELATED DISTRICT GOAL

Goal 1: To improve academic achievement to meet continued education and career objectives

Goal 7: To improve the use of new and emerging technology

PROGRAM DESCRIPTION

A computer literacy steering committee was appointed in May, 1983, by the Deputy Superintendent for Instruction to study the needs of Orange County Public Schools in regards to educating students to be computer literate. The committee made the decision that a unified curriculum for the district was the most appropriate approach. The committee then defined computer literacy as follows: a concept of the capabilities, limitations, applications, and effects of computers, including both an awareness level and a functional working knowledge. The committee recommended that the curriculum be appropriate for all students, thus representing a minimal computer literacy requirement.

Subsequently, a summer writing team was appointed in 1983 and assigned the responsibility for developing a curriculum. The product of the writing team was the Computer Literacy Curriculum for Grades K-8. The curriculum guide includes the following:

1. An overall scope and sequence by grade level
2. A skills continuum for grades K-8
3. A list of objectives by grade levels with suggested activities
4. Recommendations for implementation proposed by the summer writing team
5. An appendix which includes suggested activities and lists of resources

The Computer Literacy Curriculum for Grades K-8 was piloted in nine elementary schools and one junior high school during the second semester of the 1983-84 school year. Forty-two elementary classes, including one emotionally

handicapped class, and five junior high classes participated in the pilot program. The implementation of the curriculum was timely because computer literacy has been designated as a minimum basic skill by the Florida Department of Education (DOE). Minimum student performance standards are being proposed and are scheduled to be tested in 1986. The curriculum addresses the need to provide students with the basic skills.

Teachers implementing the program were notified in January, 1984, that they would participate in the pilot program. The teachers were introduced to the curriculum in February, at which time they were given suggestions on how to implement the curriculum by members of the summer writing team. Each school in the pilot program had microcomputers in the ratio of at least one microcomputer to every 100 students. The schools were provided with recommended activity sources through the administrator of instructional computing. The Instructional Computing Office also offered support through training experiences and recommendations for additional materials to teach some of the objectives. Actual implementation of the curriculum began the latter part of February.

PROGRAM OBJECTIVES

The objectives of the program covered three major areas:

A. Computer Awareness Objectives

1. Recognize the general makeup and functions of computers
2. Describe how computers affect our lives
3. Trace the history of computers
4. Understand the legal and ethical implications involved with computer use

B. Computer Interaction Objectives

1. Follow directions relating to computer interaction
2. Develop keyboard skills
3. Demonstrate proper use of computer hardware and software
4. Demonstrate successful interaction with a variety of computer-assisted instructional programs

C. Program/Logical Thinking Objectives

1. Develop a logical sequence of steps to solve the problem
2. Apply elementary programming strategies to solve problems using the computer

EVALUATION QUESTIONS

1. For each grade level, which objectives were considered to be appropriate by teachers implementing the curriculum?

2. For each grade level, which objectives were actually addressed in the classes?

3. For each grade level, which activity sources were considered to be appropriate and adequate?

4. Did the teachers have an introduction to the curriculum and receive training through instructional computing classes?

5. What was the attitude of students toward learning about the computer through this curriculum?

6. What achievement was shown by students participating in the program?

7. What comments and input did pilot teachers provide during an interview?

ASSESSMENT INSTRUMENTS

1. For questions 1-4 above, the Computer Literacy Questionnaire for Teachers, Skills by Grade, was adapted from the Skills by Grade section of the curriculum guide to gather the information (see Appendix B for copies of questionnaire applicable for each grade level).

2. A Student Questionnaire consisting of five items was designed to gather information for question 5 (see Appendix C).

3. The Computer Literacy Evaluative Instrument, a test on the objectives in the sixth grade skills list, was developed to address question 6.

4. A structured interview to follow up on the teacher questionnaire and to elicit additional comments was conducted to address question 7 (see Appendix F).

PROCEDURE

The evaluator met with members of the curriculum writing team to determine the type of information needed to indicate if revisions in the curriculum were necessary. It was decided that feedback was needed on each objective as to its appropriateness for the specified grade level and the appropriateness and adequacy of the activity sources suggested. Pilot teachers at all elementary grade levels were sent the Computer Literacy Questionnaire for Teachers, Skills by Grade instrument for their reaction during the second week of May.

The writing team was also interested in knowing something about students' attitudes toward the study. The Student Questionnaire was designed for this purpose; it was also administered during the second week of May.

In order to gather baseline data on what students already knew in the area of computer literacy and also to determine achievement during the course of study, a test was developed to address the sixth grade objectives. The test was developed by the writing team and reviewed by the evaluator. There was a very good match between test items and course objectives, with each objective except three (202, 204, 302) tested unless it was of a hands-on nature. The test was field tested at a school not participating in the study; and necessary revisions were made based on input from students, teachers, and the principal. The course is aimed at a minimal computer literacy requirement, and the test is criterion referenced. The writing team set 70% as the acceptable mastery level.

Pretests were administered to sixth grade students in the program during the first week of February. A control group of students who were not being taught with the computer literacy curriculum were also tested. Schools similar to those in the pilot program were chosen as control schools. The matching of schools was based on the percentage of free and reduced lunches and achievement test scores (CTBS-U). A Florida DOE report of December 15, 1983, indicated that seven of the eight control schools were using microcomputers for computer literacy. Therefore, most students in the control group were having some form of computer literacy instruction, but not from the specified curriculum guide utilized with the experimental group. Posttests were administered during the second week of May. The tests were analyzed and reports produced yielding the mean score and the number and percent of students meeting the criterion of 70% mastery for the experimental and control groups. Only test scores for students who had both pretests and posttests were used. The test information was available for each school as well as for the district. In addition, an item analysis was produced for both district and school results. An analysis of covariance statistical procedure was applied to the data to test for any differences on the posttests between the experimental and control groups. The pretest was the covariate for the procedure. The procedure adjusts for initial differences that existed in the groups between the pretest means.

Pretests and posttests were also administered to students at the one junior high pilot school and two control schools. The testing in these schools was not standardized in that the experimental class was halfway through the curriculum before the test was administered. The experimental class also relied heavily on curriculum other than that in the curriculum guide since the teacher had taught computer literacy before this study was conducted. Therefore, further analysis was not applied to the data, but results for the classes will be reported to give an indication of baseline data for junior high school students in relation to the curriculum.

Teachers at all grade levels at six of the nine pilot schools were interviewed as a group. The purpose of the interviews was to follow up on responses to the teacher questionnaire and to receive any additional comments and input that would be beneficial for further development and implementation of the curriculum.

RESULTS

The Computer Literacy Questionnaire for Teachers, Skills by Grade was returned by 39 of the 43 elementary teachers in the pilot study for an excellent return rate of 91%. An analysis of the total 39 questionnaires returned with actual counts and percentages is given in Appendix A. There was a total of 27 objectives, but all the objectives were not introduced until the sixth grade level. The varying number of "No Responses" is due in large part to the fact that different objectives were introduced at the various grade levels. Therefore, "No Response" rates as high as 16-28 are not unusual since there were 26 teachers of grades other than sixth grade. All objectives were not applicable for every grade level; therefore, the percentages of responses are based on the total number of responses for that particular objective. In the report data is discussed from the combined results of all grade levels. In addition to the combined analysis of all respondents, there is also an analysis by grade level to aid the reader in knowing the appropriateness of objectives and activity sources at each grade level (see Appendix B). The evaluation questions addressed by the Computer Literacy Questionnaire for Teachers, Skills by Grade and the findings are as follows:

Evaluation Question 1: Which objectives were considered to be appropriate by teachers implementing the curriculum?

Responses indicating appropriateness of the objectives were high. All of the 27 objectives except one were rated as appropriate by 80% or more of the respondents. The one objective rated as appropriate by fewer than 80% was Objective 401--understand the implications of copyright laws--which was introduced at the fourth grade level. All of the objectives except six were rated as appropriate by 90% or more of the respondents. These objectives, in addition to 401, were 104, 301, 302, 703, and 705 (see Appendix A for indentification of objectives).

Evaluation Question 2: Which objectives were actually addressed in the classes?

The responses indicating which objectives were actually addressed in the classes were an indication of the degree of implementation of the curriculum. Twenty-two of the 27 objectives were addressed by 50% or more of the respondents. Nine of the objectives were addressed by 80% or more of the respondents. It should be noted that the curriculum was not introduced until late in February, and the teacher questionnaire was collected early in May. Therefore, it is obvious the teachers did not have the time to fully implement the curriculum during the time of the study. This time concern was expressed by many teachers in the interviews, but they felt that there would be ample time to implement over a full school year. This concern was foreseen by both school and district-level personnel. There was much of value to be learned from the pilot program before the program was to be implemented more fully the next year; therefore, the study was conducted within the time framework possible.

Evaluation Question 3: Which activity sources were considered to be appropriate and adequate?

Consistent with the responses to the appropriateness of objectives, all of the recommended activity sources except those for Objective 401 were rated as appropriate by 80% or more of the respondents (see Appendix A). All of the recommended activity sources except six were rated as appropriate by 90% or more of the respondents. These six were for Objectives 104, 204, 401, 703, 803, and 1001 (see Appendix A for identification of objectives). For Objectives 104, 401, and 703 there is consistency in the rating of appropriateness of both the objective and the activity sources by less than 90% of the respondents.

The ratings for adequacy of activity sources were lower than for appropriateness of the 27 objectives. Only four were rated as adequate by 80% or more of the respondents. These four were Objectives 502, 601, 702, and 703 (see Appendix A for identification of objectives). Three recommended activity sources were rated as adequate by fewer than 50% of the respondents. These were Objectives 104, 302, and 704.

Evaluation Question 4: Did the teachers have an introduction to the curriculum and receive training through instructional computing classes?

Of the total number of teachers responding to items related to this question, 59% indicated that they received an adequate introduction to the curriculum. Sixty-six percent indicated that they received training through instructional computing classes; they were very positive about the training received through these classes.

Evaluation Question 5: What was the attitude of the students toward learning about the computer through the curriculum?

Of the students responding to the various items on the Student Questionnaire, 266 (81%) indicated that they knew more about the computer than before they were enrolled in the course (see Appendix C). In conversation with students, several of them indicated that they had computers at home and already knew much about them before the course. There were 308 students (94%) who indicated that they enjoyed learning about the computer and 276 (85%) who indicated they would like to do more of this kind of work.

Student responses to the questions asking about the three things they most liked about the computer literacy study and the changes they would make were as follows:

Things Liked Most

Getting to work on the computer
Learning about how a computer works
Programming
Computer books
Flow Charting
Graphics
Games - Word Search, Crossword Puzzles
Learning the history of computers
Math problems
Teachers
Binary system

Recommended Changes

- More time on the computer
- More than one computer in the class
- Opportunity to do programming
- Different types of computers
- More games
- A regular textbook
- More interesting books
- Let us write in the book
- Make it more difficult
- Provide a printer
- More diskettes and programs
- Field trips to learn about computers
- Be able to do math on the computer

Evaluation Question 6: What achievement was shown by students participating in the program?

On a 33-item test developed by the writing team of the curriculum, the district results for pilot and control schools are given below. Each school also received a copy of its results in addition to those of the district (see Appendix D for sample).

Table 1

District Results for Computer Literacy Achievement Tests

Test	No. Students	No. Right, Average (Mean) Raw Score	% Right, Average Mean	No. Students ≥ 70%	% Students ≥ 70%
		Elementary pilot school results			
Pretest	309	20	59	74	24%
Posttest	306	24	71	164	54%
		Elementary control schools results			
Pretest	312	20	61	79	25%
Posttest	309	21	64	101	33%
		Junior high pilot schools results			
Pretest	91	24	74	55	60%
Posttest	95	25	77	67	71%
		Junior high control schools results			
Pretest	146	21	65	52	36%
Posttest	146	22	68	63	43%

It should be reemphasized that the junior high school testing was not standardized. The experimental group was well into the study of computer literacy before the test was administered, and the teacher had had considerable prior experience with teaching about computers.

The analysis of covariance for the elementary schools showed that the post-test scores of the experimental group were significantly higher than those of the control group at the .01 level of significance. The summary table for the analysis of covariance is shown below:

Table 2

Summary Table for Analysis of Covariance

Source of Variation	df	Sum of Squares	Mean Square	F
Between Groups	2	3406.8	1703.4	165.7*
Within Groups	227	2333.	10.3	

* $p<.01$

An item analysis of the 33-item test showed that there were 14 items on which fewer than 70% of the students responded correctly. There were five items on which fewer than 50% responded correctly. These were items 14, 15, 22, 26, and 31 (see Appendix E for item analysis and identification of objectives tested by the items).

Evaluation Question 7: What comments and input were received from interviews with teachers?

Teacher comments and input dealt primarily with the following areas: the fine product of the writing team in producing the curriculum guide, the need for providing training for teachers on the computer, workshops for introducing the curriculum, ways to implement the curriculum, time restraints, and materials for the course (see Appendix F for the interview format and Appendix G for a complete summary of responses).

CONCLUSIONS

1. The Computer Literacy K-8 Curriculum Guide for Grades K-8 was well received by teachers involved in the pilot program. The guide was reported to be very helpful, appropriate, thorough, and easy to follow.

2. There was wide acceptance of the appropriateness of the objectives. This acceptance was evidenced by all 27 objectives in the curriculum except Objective 401 (to understand the implications of copyright laws) being

rated as appropriate by more than 80% of the respondents. The lower response for Objective 401 was likely due to a similar lower response on the appropriateness and adequacy of activity sources for teaching the objective.

3. Teachers were very serious and diligent about implementing the curriculum. Any lack of completing the curriculum is believed to be due to the compressed time framework for the pilot study and, in a few cases, lack of appropriate resources to teach the objective.

4. Activity sources were rated very high as to appropriateness. The activity sources for all of the 27 objectives except six were rated as appropriate by 90% or more of the respondents.

5. The adequacy of activity sources for the 27 objectives received lower ratings, with only four objectives receiving favorable responses by 80% or more of the respondents.

6. The introduction to the curriculum was not as thorough as teachers needed. Many teachers had never received computer literacy training, and some did not feel comfortable with the curriculum at the beginning of implementation.

7. Teachers were very positive about the caliber of training received on the computer. Not all teachers, however, had the opportunity to receive training.

8. Student attitude toward learning about the computer through the curriculum was favorable.

9. Students in the pilot program showed significant gains in achievement when compared to similar students in a control group by an analysis of covariance stacistical procedure.

10. An item analysis of test results showed that these objectives were most difficult for students:

    104 - recognize the capabilities of different types of computers
    201 - identify common uses of computers
    203 - identify common tasks which are not suited for computers
    705 - respond appropriately to common error messages
    902 - develop and read flowcharts

11. Teachers provided helpful suggestions and information in the structured interviews, especially in the areas of teacher training, introduction of curriculum, ways to implement, and materials.

12. The time of implementation of the curriculum (February-May) and the compressed time framework were not optimum.

13. The curriculum guide covered many of the standards proposed as minimum student performance standards in computer literacy by Florida DOE.

RECOMMENDATIONS

1. The curriculum received such favorable feedback that it can be implemented confidently district wide next year.

2. Curriculum developers should analyze the Computer Literacy Questionnaire for Teachers, Skills by Grades, results and address objectives and activity sources which received positive ratings by fewer than 80% of the respondents.

3. Plans for implementing the curriculum next year should be introduced at the beginning of the school year so that teachers can plan accordingly for fitting the curriculum into their overall program as well as for their own training.

4. Plans should be made for a more complete introduction of the curriculum and methods to implement for teachers who will be involved in the curriculum. Suggestions from the "Responses from Interviews with Teachers" should be used for reference to provide workshops that give an overall introduction, show sample lessons, give recommended ways to fit the computer curriculum into the schedule, and provide suggestions for how to utilize available computers.

5. Training on the computers should be made available for every teacher who will be involved. This training can be optional since some teachers are comfortable exploring a new curriculum on their own.

6. A careful comparison of the curriculum to the Florida DOE Proposed Minimum Student Performance Standards Computer Literacy should be made to determine if all proposed standards are covered by the curriculum.

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

This instrument is designed to gather information about the Computer Literacy K-8 program. The information requested is somewhat different from that usually requested, but all is very important. Your careful response to each item will furnish necessary information to provide direction for further development of the program.

This instrument is adapted from the Skills By Grade Section in the Computer Literacy K-8 Curriculum Guide. You should have the sheets for the grade level you teach. Information is needed on both the Objectives and the Activity Sources. Refer to the Curriculum Guide, pp. 21-53, if you need more information about Concepts. Take into consideration whether the level of the Objective is I, E, or R (i.e., Introduce, Expand, or Reinforce). RESPOND TO THE ITEMS ON THE RIGHT SIDE (1.A, 2.A, etc.) ONLY IF YOU MARKED THE BLANK ON THE LEFT SIDE INDICATING THAT YOU TAUGHT THE OBJECTIVE.

TOOLS, KINDERGARTEN - GRADE SIX

N = 39

APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
				MAJOR AREA #1									
**100%		97%					100%		74%			73%	
1. 30	0	37	1	101. Identify the parts of a computer, including both hardware and software.	R	>Appendix, p. i-xi. >Computer Tutor, p. 18-19. >Basic Computing F, p. 24-25.	33	0	26	0	9	27	10
***9		1					9		4			2	
100%		95%					100%		76%			74%	
2. 31	0	36	2	102. Use appropriate terms when talking about computers.	E	>Appendix, p. i-xi, xvi-xvii, xxii-xxiii. >Basic Computing F, p. 6-8, 13, 24-25.	32	0	28	0	9	29	10
8		1					7		6			0	
93%		83%					100%		55%			72%	
3. 28	2	30	6	103. Explain how a computer works.	E	>Computer Tutor, Junior, p.11-13, 21, 27, 25-28. >Computer Tutor, p. 16-17. >Basic Computing F, p. 6-7, 9-10. >Appendix, p. xlviii-xlix.	27	0	17	1	13	21	8
9		3					12		8			10	
83%		48%					88%		47%			85%	
4. 19	4	12	13	104. Recognize the capabilities of different types of computers.	E	>Computer Tutor Junior, p. 6-7, 39. >Appendix, p. xxv.	14	2	9	7	3	11	2
16		14					13		20			28	
100%		86%					96%		64%			79%	
5. 19	0	19	3	201. Identify common uses of computers.	R	>Basic Computing F, p. 4-5.	24	1	14	1	7	19	5
20		17					14		17			15	

* I-INTRODUCE E-EXPAND R-REINFORCE

** Percentages are based on the total number of persons responding to the particular choices offered; e.g., Appropriate or Not Appropriate.

*** The numbers below the lines indicate the number of No Responses for each series of possible responses.

1/COMP/116/8.29
D6:STILL

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

TOTALS, KINDERGARTEN - SIXTH GRADE (continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
	100%		88%		202. Identify characteristics unique to computers.	R	>Basic Computing F, p. 4-7. >Video Cassette: "Little Computers . . . See How They Run."	100%		65%			83%	
6.	23	0	22	3				22	0	13	0	7	19	4
	16		14					17		19			16	
	100%		89%		203. Identify common tasks which are not suited for computers.	E	>Basic Computing F, p. 6-7.	96%		55%			87%	
7.	23	0	24	3				23	1	12	1	9	20	3
	12		14					15		17			16	
	91%		68%		204. Identify computer-related occupations.	E	>Computer Tutor, p. 44-45. >Career Ed: Computer Programmer.	88%		62%			57%	
8.	20	2	17	8				15	2	8	1	4	7	12
	17		14					22		26			20	
	86%		69%		301. Briefly discuss the development of computer technology.	E	>Appendix, p. xxvi-xxxvii.	92%		53%			57%	
9.	18	3	11	5				15	1	8	0	7	8	6
	18		23					23		24			25	
	80%		75%		302. Describe the social, political, and economic impact of computers.	E	>Appendix, p. xxxviii.	92%		33%			42%	
10.	12	3	12	4				11	1	6	1	11	5	7
	24		23					27		21			27	

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

TOTALS, KINDERGARTEN - SIXTH GRADE (continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
	77%		39%		401. Understand the implications of copyright laws.	R	>Appendix, p. xlvii.	69%		62%			50%	
11.	17	5	9	14				8	4	8	3	2	5	6
	17		16					16		26			33	
					MAJOR AREA #2									
	100%		67%		501. Follow verbal, written, and mimed directions.	R		100%		67%			74%	
12.	27	0	20	10				20	0	16	2	6	14	5
	12		9					19		15			20	
	100%		81%		502. Respond appropriately to directions given by computer program.	R	>Student interaction with selected software	100%		81%			77%	
13.	33	0	29	7				29	0	21	2	3	24	7
	6		3					10		13			8	
	97%		97%		601. Identify and use letters and numbers on a keyboard.	R	>Appendix, p. xxxix-xl. >Basic Computing F, p. 26-27.	97%		87%			89%	
14.	29	1	35	1				32	1	26	1	3	32	4
	9		3					6		9			3	
	97%		86%		602. Identify and use common special-purpose keys.	R	>Appendix, p. xxxix-xl. >Basic Computing F, p. 26-27.	100%		58%			76%	
15.	30	1	31	5				32	0	18	3	10	26	8
	8		3					7		8			5	
	100%		86%		701. Demonstrate proper care of software/hardware.	R	>Appendix, p.xli. >Basic Computing F, p. 28-29.	97%		69%			81%	
16.	29	0	31	5				31	1	25	9	2	25	6
	10		3					7		3			8	
	93%		76%		702. Operate computer hardware competently using prepared software.	R	>Interaction with selected hardware.	96%		80%			89%	
17.	26	2	25	8				26	1	20	0	5	24	3
	11		6					12		14			17	

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

TOTALS, KINDERGARTEN -

SIXTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
18.	82% 18	4	73% 19	7	703. Run a program from a catalog or menu.	R	>Student interaction with selected program.	88% 15	2	83% 15	0	3	72% 13	5
	17		13					22			21		21	
19.	90% 19	2	77% 20	6	704. Demonstrate ability to stop, escape from, and continue a program as needed.	R	>Student interaction with selected program.	95% 18	1	50% 10	1	9	68% 15	7
	18		13					20			19		17	
20.	87% 20	3	68% 17	8	705. Respond appropriately to common error messages.	R	>Student interaction with selected program.	100% 17	0	61% 11	6	1	56% 10	8
	16		14					22			21		21	
21.	100% 29	0	76% 26	8	801. Interact with a drill and practice program.	R	>Check with ICOMP for recommendations.	100% 25	0	64% 16	3	6	69% 20	9
	10		5					14			14		10	
22.	100% 27	0	50% 16	16	802. Interact with a tutorial program.	R	>Check with ICOMP for recommendations.	100% 15	0	71% 10	1	3	69% 9	4
	12		7					24			25		26	
23.	86% 19	3	40% 10	15	803. Interact with a simulation program.	E	>Check with ICOMP for recommendations.	80% 8	2	60% 6	2	2	70% 7	3
	17		14					29			29		29	
24.	96% 24	1	44% 15	19	804. Interact with a problem-solving program.	E	>Check with ICOMP for recommendations.	93% 14	1	43% 6	4	4	43% 6	8
	12		5					24			25		25	

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COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

TOTALS, KINDERGARTEN - SIXTH GRADE (continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
					MAJOR AREA #3									
	96%		58%					96%		58%			85%	
25.	25	1	19	14	901. Choose a logical sequence of steps to perform a task.	E	>Appendix, p. xlii, xlv-xlvi. >Computer Tutor, p. 27. >Basic Computing F, p. 11.	24	1	14	3	7	17	3
	13		6					14		17			19	
	95%		76%					95%		81%			90%	
26.	20	1	19	6	902. Develop and read flowcharts.		>Appendix, p. xliii-xlvi. >Basic Computing F, p. 14-21. >Holt, p. 6, 4, 162.	20	1	17	1	3	18	2
	18		14					18		18			19	
	91%		33%					83%		60%			100%	
27.	10	1	4	8	1001. Utilize computer programming skills to perform specific tasks.	E	>Computer Tutor p. 31. >Holt, p. 26, 69-70, 350-351.	5	1	3	0	2	4	0
	28		27					33		34			35	

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Additional Questions

1. Did you receive a copy of the Computer Literacy K-8 Curriculum Guide?

97%		3%		
34	Yes	1	No	4 NR

2. Did you receive an adequate introduction to the new curriculum?

57%		43%		
20	Yes	15	No	4 NR

3. Did you have adequate resources from the suggested Activity Sources in the the Curriculum Guide?

80%		20%		
28	Yes	7	No	4 NR

4. Have you received training through the Instructional Computing inservice classes?

66%		34%		
23	Yes	12	No	4 NR

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

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KINDERGARTEN
N = 2

APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
				MAJOR AREA #1									
1. 2	0	2	0	101. Identify the parts of a computer, including both hardware and software.	I	>Appendix, p. i-xi.	2	0	2	0	0	2	0
2. 2	0	2	0	102. Use appropriate terms when talking about computers.	I	>Appendix, p. i-xi.	2	0	2	0	0	2	0
				MAJOR AREA #2									
3. 2	0	2	0	501. Follow verbal, written, and mimed directions.	I	>Santa Clara.	2	0	2	0	0	2	0
4. 2	0	2	0	502. Respond appropriately to directions given by computer programmer.	I	>Student Interaction.	2	0	2	0	0	2	0
5. 2	0	2	0	601. Identify and use numbers on a keyboard.	I	>Appendix, p. xxxix-xl.	2	0	2	0	0	2	0

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

KINDERGARTEN
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
6.	2	0	2	0	602. Identify and use common special-purpose keys.		>Appendix, p. xxxix-xl.	2	0	2	0	0	2	0
7.	2	0	2	0	701. Demonstrate proper care of software/hardware.	I	>Appendix, p. xli.	2	0	2	0	0	2	0
8.	1	0	1	1	801. Interact with a drill and practice program.	I	>Check with ICOMP for recommendations.	1	0	1	0	0	1	0
	1							1			1		1	
9.	1	0	0	2	804. Interact with a problem-solving program.	I	>Check with ICOMP for recommendations.	1	0	1	0	0	0	0
	1							1			1		2	
					MAJOR AREA #3									
10.	1	0	0	2	901. Choose a logical sequence of steps to perform a task.	I	>Appendix, p. xlii.	1	0	1	0	0	0	0
	1							1			1		2	

*I-INTRODUCE E-EXPAND R-REINFORCE

Additional Questions

1. Did you receive a copy of the Computer Literacy K-8 Curriculum Guide?

   2 Yes _____ No

2. Did you receive an adequate introduction to the new curriculum?

   1 Yes 1 No

3. Did you have adequate resources from the suggested Activity Sources in the the Curriculum Guide?

   2 Yes _____ No

4. Have you received training through the Instructional Computing inservice classes?

   1 Yes 1 No

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

This instrument is designed to gather information about the Computer Literacy K-8 program. The information requested is somewhat different from that usually requested, but all is very important. Your careful response to each item will furnish necessary information to provide direction for further development of the program.

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FIRST GRADE

N = 3

	OBJECTIVE WAS TAUGHT IN MY CLASS: APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS: NOT APPROPRIATE	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
				MAJOR AREA #1									
1.	3	0	0	101. Identify the parts of a computer, including both hardware and software.	E	>Appendix, p. i-xi. Computer Tutor Junior, p. 16-18	3	0	3	0	0	2	1
2.	3	0	0	102. Use appropriate terms when talking about computers.	E	>Appendix p. i-xi.	3	0	3	0	0	2	1
3.	3	0	0	103. Explain how a computer works.	I	>Computer Tutor Junior, p. 9.	3	0	2	0	1	2	1
				MAJOR AREA # 2									
4.	3	0	0	501. Follow verbal, written, and mimed directions.	E	>Santa Clara Skills.	3	0	2	0	1	2	1
5.	3	0	0	502. Respond appropriately to directions given by computer programmer.	E	>Student interaction with selected software.	3	0	2	0	1	2	1

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

FIRST GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
6.	3	0	3	0	601. Identify and use numbers on a keyboard.	R	>Appendix, p. xxxix-xl.	3	0	2	0	0	2	1
											1			
7.	3	0	3	0	602. Identify and use common special-purpose keys.	E	>Appendix, p. xxxix-xl.	3	0	2	0	0	2	1
											1			
8.	2	0	2	1	701. Demonstrate proper care of software/hardware.	E	>Appendix, p. xli.	2	0	1	0	0	2	1
	1							1			2			
9.	2	0	0	3	702. Operate computer hardware competently, using prepared software.	I	>Interaction with selected hardware.	1	0	0	0	0	1	0
	1							2			3		2	
10.	2	0	1	2	801. Interact with a drill and practice program.	E	>Check with ICOMP for recommendations.	1	0	0	0	0	1	0
	1							2			3		2	
11.	1	0	0	3	804. Interact with a problem-solving program.	E	>Check with ICOMP for recommendations.	0	0	0	0	0	0	0
	2							3			3		3	
					MAJOR AREA #3									
12.	1	0	1	2	901. Choose a logical sequence of steps to perform a task.	E	>Appendix, p. xlii.	1	0	0	0	1	1	0
	2							2			2		2	

*I-INTRODUCE E-EXPAND R-REINFORCE

Additional Questions

1. Did you receive a copy of the Computer Literacy K-8 Curriculum Guide?
   3 Yes _____ No
2. Did you receive an adequate introduction to the new curriculum?
   1 Yes 2 No
3. Did you have adequate resources from the suggested Activity Sources in the the Curriculum Guide?
   3 Yes _____ No
4. Have you received training through the Instructional Computing inservice classes?
   _____ Yes 3 No

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

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APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	SECOND GRADE N = 4 OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
				MAJOR AREA #1									
1. 2	0	4	0	101. Identify the parts of a computer, including both hardware and software.	E	>Appendix, p. i-xi. >Computer Tutor Junior, p. 16-18.	3	0	2	0	2	4	0
2							1						
2. 2	0	4	0	102. Use appropriate terms when talking about computers.	E	>Appendix, p. i-xiii.	3	0	3	0	1	3	1
2							1						
3. 2	0	4	0	103. Explain how a computer works.	E	>Computer Tutor Junior, p. 9. >Appendix, p. xxiv.	4	0	2	0	1	3	1
2													
				MAJOR AREA #2									
4. 4	0	1	3	501. Follow verbal, written, and mimed directions.	E		2	0	1	0	1	1	0
							2			1		3	
5. 4	0	2	2	502. Respond appropriately to directions given by computer programmer.	E	>Student interaction with selected software.	3	0	2	0	1	2	0
							1			1		2	

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COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

SECOND GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN THE CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
6.	2	0	4	0	601. Identify and use numbers on a keyboard.	R	>Appendix, p. xxxix-xl.	4	0	2	0	1	4	1
	2										1			
7.	2	1	2	2	602. Identify and use common special-purpose keys.	E	>Appendix, p. xxxix-x..	3	0	0	0	2	2	0
	1							1			2		2	
8.	2	0	4	0	701. Demonstrate proper care of software/ hardware.	R	>Appendix, p. xli.	4	0	2	1	0	3	1
	2										1			
9.	2	1	3	1	702. Operate computer hard-ware competently, using prepared software.	E	>Interaction with selected hardware.	3	0	1	0	2	2	1
	1							1			1		1	
10.	3	0	3	1	801. Interact with a drill and practice program.	E	>Check with ICOMP for recommendations.	3	0	2	0	0	2	1
	1							1			2		1	
11.	4	0	1	3	802. Interact with a tutorial program.	I	>Check with ICOMP for recommendations.	2	0	0	0	1	1	0
								2			3		3	
12.	3	0	2	2	804. Interact with a problem-solving program.	E	>Check with ICOMP for recommendations.	2	0	0	0	1	0	2
	1							2			3		2	

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

SECOND GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
					MAJOR AREA #3									
13.	3	0	3	0	901. Choose a logical sequence of steps to perform a task.	E	>Appendix, p. xli.	4	0	2	0	1	3	0
	1		1								1		1	

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Additional Questions

1. Did you receive a copy of the Computer Literacy K-8 Curriculum Guide?

   4 Yes _____ No

2. Did you receive an adequate introduction to the new curriculum?

   2 Yes 2 No

3. Did you have adequate resources from the suggested Activity Sources in the the Curriculum Guide?

   3 Yes 1 No

4. Have you received training through the Instructional Computing inservice classes?

   4 Yes _____ No

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

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THIRD GRADE

N = 4

APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
				OBJECTIVE	*	ACTIVITY SOURCES							
				MAJOR AREA #1									
1. 3	0	3	0	101. Identify the parts of a computer, including both hardware and software.	R	>Appendix, p. i-xi.	3	0	2	0	1	3	0
1		1					1			1		1	
2. 3	0	3	0	102. Use appropriate terms when talking about computers.	E	>Appendix, p. i-xi, xiv, xv, xx-xxi. >Computer Tutor Junior, p. 30-31 36.	2	0	2	0	0	2	1
1		1					2			2		1	
3. 3	0	2	1	103. Explain how a computer works.	E	>Computer Tutor Junior, p. 9 >Appendix, p. xxiv.	1	0	0	0	2	1	0
1		1					3			2		3	
4. 3	0	3	0	201. Identify characteristics unique to computers.	I	>Computer Tutor Junior, p. 15, 29, 42. >Computer Tutor, p. 9.	2	0	1	0	2	1	1
1		1					2			1		2	

*I-INTRODUCE E-EXPAND R-REINFORCE

1/COMP/116/S.11
D6;STILL
5/31/84

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

THIRD GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
5.	3	0	2	1	202. Identify characteristics unique to computers.	I	>Computer Tutor Junior, p. 11.	1	0	0	0	1	2	0
	1		1					3			3		2	
6.	3	0	3	0	203. Identify common tasks which are not suited for computers.	I	>Computer Tutor Junior, p. 14.	2	0	1	0	1	3	0
	1		1					2			2		1	
7.	3	0	1	2	204. Identify computer-related occupations.	I	>Career Ed. Computer Programmer.	0	0	0	0	0	0	2
	1		1					4			4		2	
					MAJOR AREA #2									
8.	3	0	3	0	501. Follow verbal, written, and mimed directions.	E		3	0	2	0	0	3	0
	1		1					1			2		1	
9.	3	0	3	0	502. Respond appropriately to directions given by computer program.	E	>Student interaction with selected software.	3	0	2	0	0	2	1
	1		1					1			2		1	

*I-INTRODUCE E-EXPAND R-REINFORCE

1/COMP/116/S.12
D6;STILL
5/31/84

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

THIRD GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A [illegible] ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
10.	3	0	3	0	601. Identify and use letters and numbers on a keyboard.	R	>Appendix, p. xxxix-xl.	2	0	2	0	0	4	0
	1		1					2		2				
11.	3	0	2	1	602. Identify and use common special-purpose keys.	E	>Appendix, p. xxxix-xl.	2	0	2	0	0	2	1
	1		1					2		2			1	
12.	3	0	[illegible]	[illegible]	701. Demonstrate proper care of software/ hardware	R	>Appendix, p. xli.	3	0	3	0	0	3	0
	1		1					1		1			1	
13.	3	0	2	1	702. Operate computer hardware competently using prepared software.	E	>Interaction with selected hardware.	2	0	2	0	0	2	0
	1		1					2		2			2	
14.	2	1	1	2	703. Run a program from a catalog or menu.	I	>Computer Tutor Junior, p. 35. >Student interaction with selected program.	1	0	1	0	0	1	0
	1		1					3		3			3	
15.	1	2	1	2	704. Demonstrate ability to stop, escape from and continue a program as needed.	I	>Student interaction with selected program.	1	0	1	0	0	1	0
	1		1					3		3			3	
16.	1	2	1	2	705. Respond appropriately to common error messages.	I	>Computer Tutor, p. 33. >Student interaction with selected software.	1	0	1	0	0	1	0
	1		1					3		3			3	

*I-INTRODUCE E-EXPAND R-REINFORCE

1/COMP/11(/S.13
D6;STILL
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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

THIRD GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
17.	3	0	3	0	801. Interact with a drill and practice program.	R	>Check with ICOMP for recommendations.	3	0	2	1	0	3	0
	1		1					1			1		1	
18.	3	0	1	2	802. Interact with a tutorial program.	E	>Check with ICOMP for recommendations.	1	0	1	0	0	1	0
	1		1					3			3		3	
19.	2	1	1	2	803. Interact with a simulation program.	I	>Check with ICOMP for recommendations.	0	0	0	0	0	0	1
	1		1					4			4		3	
20.	3	0	1	2	804. Interact with a problem-solving program.	E	>Check with ICOMP for recommendations.	0	0	0	0	0	0	1
	1		1					4			4		3	
					MAJOR AREA #3									
21.	3	0	1	2	901. Choose a logical sequence of steps to perform a task.	E	>Computer Tutor Junior, p. 33. >Computer Tutor, p. 26, 28. >Appendix, p. xlii, xlv-xlvi.	1	0	1	0	0	1	0
	1		1					3			3		3	
22.	2	1	0	3	902. Develop and read flowcharts.	I	>Computer Tutor, p. 29. >Holt, p. 34, 80, 254. >Appendix, p. xliii-xlvi.	0	1	0	1	0	0	0
	1		1					3			3		4	

*I-INTRODUCE E-EXPAND R-REINFORCE

1/COMP/116/S.14
D6;STILL
5/31/84

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

THIRD GRADE
(continued)

Additional Questions

1. Did you receive a copy of the Computer Literacy K-8 Curriculum Guide?

3 Yes ____ No 1 NR

2. Did you receive an adequate introduction to the new curriculum?

1 Yes 2 No 1 NR

3. Did you have adequate resources from the suggested Activity Sources in the the Curriculum Guide?

3 Yes ____ No 1 NR

4. Have you received training through the Instructional Computing inservice classes?

1 Yes 2 No 1 NR

1/COMP/116/S.15
D6;STILL
5/31/84

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

This instrument is designed to gather information about the Computer Literacy K-8 program. The information requested is somewhat different from that usually requested, but all is very important. Your careful response to each item will furnish necessary information to provide direction for further development of the program.

This instrument is adapted from the Skills By Grade Section in the Computer Literacy K-8 Curriculum Guide. You should have the sheets for the grade level you teach. Information is needed on both the Objectives and the Activity Sources. Refer to the Curriculum Guide, pp. 21-53, if you need more information about Concepts. Take into consideration whether the level of the Objective is I, E, or R (i.e., Introduce, Expand, or Reinforce) RESPOND TO THE ITEMS ON THE RIGHT SIDE (1.A, 2.A, etc.) ONLY IF YOU MARKED THE BLANK ON THE LEFT SIDE INDICATING THAT YOU TAUGHT THE OBJECTIVE.

FOURTH GRADE

N = 7

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
					MAJOR AREA #1									
1.	5	0	7	0	101. Identify the parts of a computer, including both hardware and software.	R	>Appendix, p. i-xi.	4	0	6	0	0	5	2
	2							3			1			
2.	5	0	7	0	102. Use appropriate terms when talking about computers.	E	>Appendix, p. i-xi, xiv-xv, xx-xxi. >Computer Tutor Junior, p. 30-31, 36. >Basic Computing D, p. 10-11, 14-15, 42-43, 62-63.	4	0	6	0	1	5	2
	2							3						
3.	5	1	5	2	103. Explain how a computer works.	E	>Computer Tutor Junior, p. 11-13, 21, 23, 25-28. >Computer Tutor, p. 16-17. >Basic Computing D, p. 6-9, 10-15.	3	0	5	0	1	5	1
	1							4			1		1	
4.	5	2	3	4	104. Recognize the capabilities of different types of computers.	I	>Computer Tutor Junior, p. 6-7, 39. >Appendix, p. xxv.	3	1	1	1	2	3	0
								3			3		4	

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*I-INTRODUCE E-EXPAND R-REINFORCE

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

FOURTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
5.	5	0	5	2	201. Identify common uses of computers.	E	>Computer Tutor Junior, p. 15, 29, 42. >Computer Tutor, p. 9. >Basic Computing D, p. 4-5	6	0	4	0	0	4	2
	2							1			3		1	
6.	4	1	5	2	202. Identify characteristics unique to computers.	E	>Computer Tutor Junior, p. 11. >Basic Computing D, p. 4-9	5	0	4	0	1	3	4
	2							2			2			
7.	5	0	5	2	203. Identify common tasks which are not suited for computers.	E	>Computer Tutor Junior, p. 14.	6	0	3	0	1	2	3
	2							1			3		2	
8.	3	2	4	3	204. Identify computer-related occupations.	E	>Career Ed: Computer Programmer.	3	1	1	0	2	2	2
	2							3			4		3	
9.	5	1	2	5	301. Briefly discuss the development of computer technology.	I	>Computer Tutor Junior, p. 19-30. >Computer Tutor, p. 11, 14. >Appendix, p. xxvi-xxxvii.	4	0	3	0	1	1	2
	1							3			3		4	

*I-INTRODUCE E-EXPAND R-REINFORCE

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

FOURTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY / SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
10.	1	5	1	6	401. Understand the implications of copyright laws.	E	>Appendix, p. xlvii.	0	3	0	1	1	1	0
	1							4			5		6	
					MAJOR AREA #2									
11.	5	0	3	4	501. Follow verbal, written, and mimed directions.	R		2	0	2	1	1	2	1
	2							5			3		4	
12.	5	0	5	2	502. Respond appropriately to directions given by computer program.	R	>Student interaction with selected software.	4	0	3	1	1	4	1
	2							3			2		2	
13.	4	1	6	1	601. Identify and use letters and numbers on a keyboard.	R	>Appendix, p. xxxix-xl. >Basic Computing D, p. 40-41.	4	1	3	0	0	4	2
	2							2			4		1	
14.	4	0	6	1	602. Identify and use common special-purpose keys.	R	>Appendix, p. xxxix-xl. >Basic Computing D, p. 40-41.	5	0	3	0	0	2	3
	3							2			4		2	
15.	5	0	5	[illegible]	701. Demonstrate proper care of software/hardware.	R	>Appendix, p. xli.	4	1	4	0	0	2	3
	2							2			3		2	
16.	4	1	4	3	702. Operate computer hardware competently using prepared software.	E	>Interaction with selected hardware.	4	1	3	0	1	3	2
	2							2			3		2	

*I-INTRODUCE E-EXPAND R-REINFORCE

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D6;STILL
5/31/84

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

FOURTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS I BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
17.	3	2	3	4	703. Run a program from a catalog or menu.	E	Computer Tutor, p. 35. >Student interaction with selected program	2	1	2	0	2	1	2
	2							4			3		4	
18.	4	1	5	2	704. Demonstrate ability to stop, escape from and continue a program as needed.	E	>Student interaction with selected program	3	1	1	1	3	3	3
	2							3			2		1	
19.	5	1	3	4	705. Respond appropriately to common error messages.	E	>Student interaction with selected program	3	0	1	2	1	0	4
	1							4			3		3	
20.	5	0	5	2	801. Interact with a drill and practice program.	R	>Check with ICOMP for recommendations.	3	0	3	1	1	1	4
	2							4			2		2	
21.	5	0	4	3	802. Interact with a tutorial program.	R	>Check with ICOMP for recommendations.	4	0	2	1	1	1	3
	2							3			3		3	
22.	4	1	2	5	803. Interact with a simulation program.	E	>Check with ICOMP for recommendations.	3	1	1	2	1	1	1
	2							3			3		5	
23.	4	0	2	5	804. Interact with a problem-solving program.	E	>Check with ICOMP for recommendations.	3	0	1	1	2	0	2
	3							4			3		5	

*I-INTRODUCE E-EXPAND R-REINFORCE

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

FOURTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
					MAJOR AREA #3									
24.	4	0	4	2	901. Choose a logical sequence of steps to perform a task.	E	>Appendix, p. xlii, xlv-xlvi. >Computer Tutor Junior, p. 33. >Computer Tutor, p. 26, 28. >Basic Computing D, p. 14-15, 20-23.	3	0	4	0	0	1	3
	3		1					4		3			3	
25.	4	0	4	2	902. Develop and read flowcharts.	E	>Computer Tutor, p. 30. >Basic Computing D, p. 24-35. >Holt, p. 43, 81, 122. >Appendix, p. xliii-xlvi.	3	0	4	0	0	2	2
	3		1					4		3			3	

*I-INTRODUCE E-EXPAND R-REINFORCE

Additional Questions

1. Did you receive a copy of the Computer Literacy K-8 Curriculum Guide?

7 Yes _____ No

2. Did you receive an adequate introduction to the new curriculum?

4 Yes 3 No

3. Did you have adequate resources from the suggested Activity Sources in the the Curriculum Guide?

5 Yes 2 No

4. Have you received training through the Instructional Computing inservice classes?

6 Yes 1 No

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

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FIFTH GRADE

N = 6

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
1.	4	0	6	0	101. Identify the parts of a computer, including both hardware and software.	R	>Appendix, p. i-xi. >Computer Tutor, p. 18-19. >Basic Computing E, p. 8-9, 28-29.	6	0	5	0	0	5	1
	2										1			
2.	4	0	6	0	102. Use appropriate terms when talking about computers.	E	>Appendix, p. i-xi, xvi-xvii, xxii-xxiii >Basic Computing E, p. 6-9, 28-29	6	0	5	0	0	5	1
	2										1			
3.	4	0	5	1	103. Explain how a computer works.	E	>Computer Tutor Junior, p. 11-13 21, 23, 25-28. >Computer Tutor, p. 16-17. >Basic Computing E, p. 6-10, 42.	5	0	4	1	0	5	1
	2							1			1			
4.	4	1	3	3	104. Recognize the capabilities of different types of computers.	E	>Computer Tutor Junior, p. 6-7, 39. >Appendix, p. xxv.	3	0	2	1	0	3	0
	1							3			3		3	
5.	4	0	5	1	201. Identify common uses of computers.	E	>Computer Tutor Junior, p. 15, 29, 42. >Computer Tutor, p. 9, 20. >Basic Computing E, p. 4.	5	1	4	0	0	4	1
	2										2		1	

*I-INTRODUCE E-EXPAND R-REINFORCE

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

FIFTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
6.	4	0	3	0	202. Identify characteristics unique to computers.	E	>Basic Computing E, p. 5, 60-61.	4	0	3	0	0	3	0
	2		3					2		3			3	
7.	4	0	4	1	203. Identify common tasks which are not suited for computers.	E	>Computer Tuto Junior, p. 1.. >Basic Computing E, p. 60-61.	3	1	2	1	1	3	1
	2		1					2		2			2	
8.	4	0	4	0	204. Identify computer-related occupations.	E	>Computer Tutor, p. 44-45. >Career Ed: Computer Programmer.	3	1	3	1	0	3	1
	2		2					2		2			2	
9.	3	1	1	0	301. Briefly discuss the development of computer technology.	E	>Computer Tutor Junior, p. 19-20. >Computer Tutor, p. 11-14. >Appendix, p. xxvi-xxvii.	1	1	1	0	0	1	0
	2		5					4		5			5	

*I-INTRODUCE E-EXPAND R-REINFORCE

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

FIFTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	ADEQUATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
10.	3	1	3	1	302. Describe the social, political, and economic impact of computers.	I	>Appendix, p. xxxviii.	2	0	2	0	0	2	0
	2		2					4		4			4	
11.	4	0	1	3	401. Understand the implications of copyright laws.	R	>Appendix, p. xlvii.	1	0	1	0	0	1	0
	2		2					5		5			5	
					MAJOR AREA #2									
12.	4	0	4	0	501. Follow verbal, written, and mimed directions.	R		3	0	4	0	0	3	1
	2		2					3		2			2	
13.	4	0	5	0	502. Respond appropriately to directions given by computer program.	R	>Student interaction with selected software.	4	0	4	1	0	4	1
	2		1					2		1			1	
14.	4	0	5	0	601. Identify and use letters and numbers on a keyboard.		>Appendix, p. xxxix-xl. >Basic Computing E, p. 30-31.	5	0	4	1	1	4	1
	2		1					1					1	
15.	4	0	5	0	602. Identify and use common special-purpose keys.	R	>Appendix, p. xxxix-xl. >Basic Computing E, p. 30-31.	5	0	4	0	1	4	1
	2		1					1		1			1	
16.	4	0	5	0	701. Demonstrate proper care of software/hardware.	R	>Appendix, p. xli >Basic Computing E, p. 28-29.	5	0	4	0	1	4	1
	2		1					1		1			1	

*I-INTRODUCE E-EXPAND R-REINFORCE

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

FIFTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
17.	4	0	5	0	702. Operate computer hardware competently using prepared software.	R	>Interaction with selected hardware.	5	0	4	0	1	5	0
	2		1					1			1		1	
18.	4	0	5	0	703. Run a program from a catalog or menu.	R	>Student interaction with selected program.	5	0	4	0	1	5	0
	2		1					1			1		1	
19.	4	0	5	0	704. Demonstrate ability to stop, escape from, and continue a program as needed.	R	>Student interaction with selected program.	5	0	4	0	1	5	0
	2		1					1			1		1	
20.	4	0	4	0	705. Respond appropriately to common error messages.	R	>Basic Computing E, p. 60-61. >Student interaction with selected program.	4	0	4	0	0	4	0
	2		2					2			2		2	
21.	4	0	4	0	801. Interact with a drill and practice program.	R	>Check with ICOMP for recommendations.	4	0	4	0	1	5	0
	2		2					2			1		1	
22.	4	0	3	1	802. Interact with a tutorial program.	R	>Check with ICOMP for recommendations.	3	0	2	0	1	2	1
	2		2					3			3		3	
23.	4	0	2	2	803. Interact with a simulation program.	E	>Check with ICOMP for recommendations.	1	0	1	0	1	2	0
	2		2					5			4		4	
24.	4	0	2	0	804. Interact with a problem-solving program.	E	>Check with ICOMP for recommendations.	1	0	1	0	1	2	0
	2		4					5			4		4	

*I-INTRODUCE E-EXPAND R-REINFORCE

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

FIFTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	APPROPRIATE	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE NOT TAUGHT	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
					MAJOR AREA #3									
25.	4	0	5	0	901. Choose a logical sequence of steps to perform a task.	E	>Appendix, p. xlii, xlv-xlvi. >Computer Tutor p. 27. >Basic Computing E, p. 11, 15.	5	0	3	0	2	5	0
	2		1					1			1		1	
26.	3	0	4	0	902. Develop and read flowcharts.	E	>Appendix, p. xliii-xlvi. >Computer Tutor, p. 30. >Basic Computing E, p. 16-25. >Holt, p. 32.	5	0	3	0	2	5	0
	3		2					1			1		1	
27.	4	0	1	4	1001. Utilize computer programming skills to perform specific tasks.	I	>Computer Tutor, p. 31. >Basic Computing E, p. 14. >Holt, p. 4-6, 8, 10-11.	2	0	1	0	1	2	0
	2		1					4			4		4	

*I-INTRODUCE E-EXPAND R-REINFORCE

Additional Questions

1. Did you receive a copy of the Computer Literacy K-8 Curriculum Guide?

5 Yes ____ No 1 NR

2. Did you receive an adequate introduction to the new curriculum?

4 Yes 1 No 1 NR

3. Did you have adequate resources from the suggested Activity Sources in the the Curriculum Guide?

4 Yes 1 No 1 NR

4. Have you received training through the Instructional Computing inservice classes?

3 Yes 2 No 1 NR

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

This instrument is designed to gather information about the Computer Literacy K-8 program. The information requested is somewhat different from that usually requested, but all is very important. Your careful response to each item will furnish necessary information to provide direction for further development of the program.

This instrument is adapted from the Skills By Grade Section in the Computer Literacy K-8 Curriculum Guide. You should have the sheets for the grade level you teach. Information is needed on both the Objectives and the Activity Sources. Refer to the Curriculum Guide, pp. 21-53, if you need more information about Concepts. Take into consideration whether the level of the Objective is I, E, or R (i.e., Introduce, Expand, or Reinforce). **RESPOND TO THE ITEMS ON THE RIGHT SIDE (1.A, 2.A, etc.) ONLY IF YOU MARKED THE BLANK ON THE LEFT SIDE INDICATING THAT YOU TAUGHT THE OBJECTIVE.**

SIXTH GRADE

N = 13

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
					MAJOR AREA #1									
1.	11	0	12	1	101. Identify the parts of a computer, including both hardware and software.	R	>Appendix, p. i-xi. >Computer Tutor, p. 18-19. >Basic Computing F, p. 24-25.	12	0	6	0	6	8	4
	2							1			1		1	
2.	12	0	11	2	102. Use appropriate terms when talking about computers.	E	>Appendix, p. i-xi, xvi-xvii, xxii-xxiii. >Basic Computing F, p. 6-8, 13, 24-25.	12	0	7	4	1	11	1
	1							1			1		1	
3.	11	0	11	2	103. Explain how a computer works.	E	>Computer Tutor, Junior, p.11-13, 21, 23, 25-28. >Computer Tutor, p. 16-17. >Basic Computing F, p. 6-7, 9-10. >Appendix, p. xlviii-xlix.	11	0	5	0	6	6	5
	2							2			2		2	
4.	10	1	6	6	104. Recognize the capabilities of different types of computers.	E	>Computer Tutor Junior, p. 6-7, 39. >Appendix, p. xxv.	8	1	3	5	1	5	2
	2		1					4			4		6	
5.	12	0	11	2	201. Identify common uses of computers.	R	>Basic Computing F, p. 4-5.	11	0	5	1	5	10	1
	1							2			2		2	

* I-INTRODUCE E-EXPAND R-REINFORCE

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

SIXTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
6.	11	0	12	0	202. Identify characteristics unique to computers.	R	>Basic Computing F, p. 4-7. >Video Cassette: "Little Computers . . . See How They Run."	12	0	6	0	6	10	2
	2		1					1			1		1	
7.	11	0	12	0	203. Identify common tasks which are not suited for computers.	E	>Basic Computing F, p. 6-7.	12	0	6	0	6	11	1
	2		1					1			1		1	
8.	10	0	8	3	204. Identify computer-related occupations.	E	>Computer Tutor, p. 44-45. >Career Ed: Computer Programmer.	9	0	4	0	2	2	7
	3		2					4			7		4	
9.	10	1	8	0	301. Briefly discuss the development of computer technology.	E	>Appendix, p. xxvi-xxxvii.	10	0	4	0	6	6	4
	2		5					3			3		3	
10.	9	2	8	4	302. Describe the social, political, and economic impact of computers.	E	>Appendix, p. xxxviii.	9	1	4	1	1	3	7
	2		1					4			7		3	

*I-INTRODUCE E-EXPAND R-REINFORCE

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

SIXTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
11.	12	0	7	5	401. Understand the implications of copyright laws.	R	>Appendix, p. xlvii.	8	1	6	2	1	4	6
	1		1					4			4		3	
					MAJOR AREA #2									
12.	6	0	4	3	501. Follow verbal, written, and mimed directions.	R		5	0	3	1	1	4	1
	7		6					8			8		8	
13.	12	0	9	3	502. Respond appropriately to directions given by computer program.	R	>Student interaction with selected software.	10	0	6	0	1	8	4
	1		1					3			6		1	
14.	11	0	12	0	601. Identify and use letters and numbers on a keyboard.	R	>Appendix, p. xxxix-xl. >Basic Computing F, p. 26-27.	12	0	11	0	1	12	0
	2		1					1			1		1	
15.	11	0	11	1	602. Identify and use common special-purpose keys.	R	>Appendix, p. xxxix-xl. >Basic Computing F, p. 26-27.	12	0	5	3	4	10	2
	2		1					1			1		1	
16.	11	0	10	2	701. Demonstrate proper care of software/hardware.	R	>Appendix, p.xli. >Basic Computing F, p. 28-29.	11	0	10	0	1	11	0
	2		1					2			2		2	
17.	11	0	11	1	702. Operate computer hardware competently using prepared software.	R	>Interaction with selected hardware.	11	0	10	0	1	12	0
	2		1					2			2		1	

*I-INTRODUCE E-EXPAND R-REINFORCE

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ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

SIXTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
18.	9	1	10	1	703. Run a program from a catalog or menu.	R	>Student interaction with selected program.	7	1	8	0	0	6	3
	3		2					5		5			4	
19.	10	0	9	2	704. Demonstrate ability to stop, escape from, and continue a program as needed.	R	>Student interaction with selected program.	9	0	4	0	5	6	4
	3		2					4		4			3	
20.	10	0	9	2	705. Respond appropriately to common error messages.	R	>Student interaction with selected program.	9	0	5	4	0	5	4
	3		2					4		4			4	
21.	11	0	9	2	801. Interact with a drill and practice program.	R	>Check with ICOMP for recommendations.	10	0	4	0	4	7	4
	2		2					3		5			2	
22.	11	0	4	7	802. Interact with a tutorial program.	R	>Check with ICOMP for recommendations.	5	0	5	0	0	4	0
	2		2					8		8			9	
23.	9	1	5	6	803. Interact with a simulation program.	E	>Check with ICOMP for recommendations.	4	1	4	0	0	5	0
	3		2					8		9			8	
24.	10	1	8	3	804. Interact with a problem-solving program.	E	>Check with ICOMP for recommendations.	7	1	3	3	0	4	4
	2		2					5		7			5	

*I-INTRODUCE E-EXPAND R-REINFORCE

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5/31/84

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY QUESTIONNAIRE FOR TEACHERS
SKILLS BY GRADE

SIXTH GRADE
(continued)

	APPROPRIATE	NOT APPROPRIATE	OBJECTIVE WAS TAUGHT IN MY CLASS	OBJECTIVE NOT TAUGHT	OBJECTIVE	*	ACTIVITY SOURCES	APPROPRIATE	NOT APPROPRIATE	ADEQUATE	NOT ADEQUATE	ADEQUATE AS A BEGINNING BUT NEED MORE ACTIVITIES IN THE FUTURE	ACTIVITY USED BY STUDENTS	ACTIVITY NOT USED BY STUDENTS
					MAJOR AREA #3									
25.	9	1	5	6	901. Choose a logical sequence of steps to perform a task.	E	>Appendix, p. xlii, xlv-xlvi. >Computer Tutor, p. 27. >Basic Computing F, p. 1..	9	1	3	3	3	5	0
	3		2					3			4		8	
26.	11	0	11	1	902. Develop and read flowcharts.		>Appendix, p. xliii-xlvi. >Basic Computing F, p. 14-21. >Holt, p. 6, 4, 162.	12	0	10	0	2	11	0
	2		1					1			1		2	
27.	6	1	3	4	1001. Utilize computer programming skills to perform specific tasks.	E	>Computer Tutor, p. 31. >Holt, p. 26, 69-70, 350-351.	3	1	2	0	1	2	0
	6		6					9			10		11	

*I-INTRODUCE E-EXPAND R-REINFORCE

Additional Questions

1. Did you receive a copy of the Computer Literacy K-8 Curriculum Guide?

10 Yes 1 No 2 NR

2. Did you receive an adequate introduction to the new curriculum?

7 Yes 4 No 2 NR

3. Did you have adequate resources from the suggested Activity Sources in the the Curriculum Guide?

8 Yes 3 No 2 NR

4. Have you received training through the Instructional Computing inservice classes?

8 Yes 3 No 2 NR

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APPENDIX C

ORANGE COUNTY PUBLIC SCHOOLS
COMPUTER LITERACY
STUDENT QUESTIONNAIRE

DISTRICT RESULTS

N=330

	YES	NO	NR
1. Do you know more about the computer than you did before your teacher implemented the Computer Literacy K-8 curriculum?	*81% 266	19% 62	2
2. Did you enjoy learning about the computer?	94% 308	6% 21	1
3. Would you like to do more of this kind of work?	35% 276	15% 49	5

4. Name the three things you like most about the Computer Literacy study.

1. _____

2. _____

3. _____

5. Name three changes you would make in the Computer Literacy study.

1. _____

2. _____

3. _____

*Percentages are based on number of students responding to the particular item.

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D6;5/temp

APPENDIX D

COMPUTER LITERACY ACHIEVEMENT RESULTS

SCHOOL	TEACHER	STUDENT NAME	NAME TOTAL	TOTAL ITEMS	NUMBER RIGHT	PERCENT RIGHT	NUMBER PASSED	PASSED OVER 70%
		ABRAMSONALMARINAR	1	33	23	70	0	NO
		APPLE CHRISTINE M	1	33	19	58	0	NO
		BOLES JERRY	1	33	16	48	0	NO
		BORDENKIRCHER LINDSA	1	33	27	82	1	YES
		BRIGDON A CHRISTINA	1	33	16	48	0	NO
		BROWN WALTER	1	33	30	91	1	YES
		CUNNINGHAM KIM D	1	33	25	76	1	YES
		GEPVERT ROBERT H	1	33	22	67	0	NO
		H EY RPN	1	33	9	27	0	NO
		HAMIL ON L CHRISTINA	1	33	22	67	0	NO
		HARVEY H ADONIS	1	33	23	70	0	NO
		LOBECK TINA M	1	33	20	61	0	NO
		PEARDON JOHN S	1	33	20	61	0	NO
		PEARDON SHANNON M	1	33	22	67	0	NO
		PERR YDAVID TYRONE	1	33	18	55	0	NO
		PINKINS VAUGHN L	1	33	20	61	0	NO
		PRICKETT LANCE E	1	33	23	70	0	NO
		SCHLEY RONALD DANIEL	1	33	27	82	1	YES
		SCOTT HEATHER ANN	1	33	16	48	0	NO
		SLIMON TRISHA C	1	33	24	73	1	YES
		SULUKI HESHAM YUSUF	1	33	24	73	1	YES
		SYKES SCOTT H	1	33	25	76	1	YES
		THOM JOHN	1	33	26	79	1	YES
		WALKER CHARLES W	1	33	32	97	1	YES
		WARRENMICHAELA	1	33	7	21	0	NO
		WESTERFIELD BYRON	1	33	21	64	0	NO
		WILLIAMS JULIE C	1	33	31	94	1	YES
	SUMMARY		27		21.78	66.0	10	37.0

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APPENDIX E

ITEM ANALYSIS FOR ELEMENTARY PILOT SCHOOLS POSTTEST

The numbers in the columns represent the percent of responses to each choice.

ITEM	1	2	3	4	5	CORRECT ANSWER	OBJECTIVES TESTED
1	0	99	1	.3	.3	2	101
2	97	.3	1	.3	1	1	101
3	1	.3	7	2	90	5	101
4	.3	.3	2	96	1	4	101
5	3	8	26	1	61	5	102
6	6	50	25	6	13	2	102
7	3	7	5	80	5	4	102
8	87	5	4	2	2	1	102
9	5	6	88	.3	0	3	203
10	1	72	26	0	0	2	104
11	81	11	7	0	0	1	201
12	6	26	67	.3	0	3	203
13	85	5	9	0	.3	1	201
14	12	39	49	.3	0	3	203
15	27	45	26	.3	0	2	104
16	3	9	88	1	0	3	401
17	1	72	21	5	.3	2	501, 502, 704
18	86	6	5	3	0	1	502
19	2	3	3	9	82	5	602
20	4	82	8	2	4	2	602
21	1	4	5	87	3	4	602
22	18	24	26	28	1	3	705
23	6	22	64	7	.3	3	701
24	1	92	6	.3	0	2	902
25	17	5	74	2	2	3	902
26	34	1	4	58	1	1	902
27	17	8	65	7	1	3	103
28	3	3	80	11	1	3	103, 301
29	16	52	19	11	0	2	301
30	14	1	8	61	14	4	1001
31	16	24	34	23	.3	3	201
32	7	68	12	9	.3	2	102
33	3	34	56	4	1	3	502, 601

APPENDIX F

INTERVIEW FORMAT

1. In general, comment about the implementation of the course.

2. Were the objectives appropriate? Please provide further information for those marked on the Skills by Grade sheet as not appropriate.

3. Did you have sufficient materials to teach the course?

4. Please comment on the activity sources identified as not appropriate and/or not adequate.

5. What is your input on the training received for teaching the course?

6. Any additional comments.

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7/11/84

APPENDIX G

RESPONSES FROM INTERVIEWS WITH TEACHERS

1. Comments were frequently made relating that this curriculum guide was one of the most helpful they had ever used. It was felt that the writers had made the curriculum appropriate, easy to follow, and thorough. For an entry level course to computer literacy, the amount and type of material to be covered was excellent. As a follow-up to these comments, there were requests that the curriculum be added to and that higher levels be available since many students are becoming quite sophisticated with their knowledge of computers.

2. Teachers who received training through the Instructional Computing Office were very positive about the benefits. At each of the six schools where teachers were interviewed, the necessity of making training available for teachers implementing the curriculum was mentioned. Many teachers felt uncomfortable teaching material with which they had little familiarity. The training does not need to be mandatory since many teachers have learned about computers through various means.

   Related ideas included utilizing teachers and the pilot program to assist with training, giving teachers time to become familiar with the curriculum guide before having workshops on the curriculum, and having computer classes apply toward recertification. It was also suggested that the programming class provided by instructional computing was a "must" and should be incorporated into the curriculum for students.

3. Teachers felt the need for having more ideas provided on how to implement the curriculum. They suggested a more thorough introduction to the curriculum and having sample lessons.

   The curriculum had been implemented in several time frameworks, including one-two days per week, everyday for approximately 20 minutes, everyday as a science lesson in grades 3-6, and a laboratory situation where one staff member was responsible.

   Several teachers suggested that teaching computer literacy intensively for a nine-week block and then providing students the opportunity to progress on their own would be best.

4. As would be expected, everyone desired more time on the computers for students. Teachers who had a computer in their classroom all day seemed the most satisfied with their situation.

5. There were many comments about the timing for implementing the course. The idea of being a pilot school was introduced in January. This led to time pressure since much of the year's curriculum was already planned. Teachers indicated that they feel the time element will be fine with a full year to implement.

6. Suggestions on materials included the following:

   - It is better for the Basic Computing books to be consumable. Teachers of grades K-2 indicated that it was essential for these books to be consumable.

   - The materials provided are good to get started, but please provide more ideas and resources. Apple Presents Apple, Bankstreet Writer, Crossword Magic, and the Bingo game for vocabulary were noted as being good. Teachers did indicate, however, that a good introduction to the software and workshops was needed.

   - Basic Computing was cited as being good for the lower grades, but too easy for grades 3-6.

   - Computer Tutor Junior was cited as being too difficult for first grade.

   - Many classes are ready for programming. Please develop a separate manual on programming to include how to get students started in programming (see #1, paragraph 2 above).

   - Suggest more software choices; provide a catalog of software available and instructions on how to use it.

   - Provide higher level material. Most material in the Appendix of the Curriculum Guide is too easy for sixth grade.

   - Suggested resources which were not listed in the Appendix included Golden Steps Ahead, which are a series of books available in local shops that cover the areas of science and social studies, Education Dimension's Group All About Computers, which include the following tape and filmstrip programs: 1) What are Computers? 2) How do they work? 3) Communicating (languages and programming), and 4) All Kinds of Output.

7. Have a keyboard for students to allow them to learn to use the keyboard before actually going to the computer. Mock-ups or old typewriters were suggested.

8. Encourage one teacher at the school to become the resource person for computer materials. This may be the CRT or an interested, knowledgeable teacher.

9. Provide for a comparison of different computers to help students who have access to different kinds of computers.

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7/11/84